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most severely criticized, and it is that which will, if adopted, require the greatest reconstruction of courses of study and school programmes.

Accepting the point of view of the committee, it can be truthfully said that its work is well done. The course for grades one and two is confined to descriptions of Indian life and the treatment of national holidays. In grade three there are historical scenes and persons from different ages. The fourth and fifth grades take up scenes and persons in American history. Upon the sixth year the committee has expended its best thought, giving an extended analysis and detailed references to topics of interest to Americans from Greek, Roman, medieval, and English history, and closing with medieval trade conditions, the discovery of America, and the beginning of national rivalry for the new world. Grade seven opens with the permanent settlement of America by European nations and carries the story through colonial growth and rivalry to the close of the American Revolution. In grade eight the subject is continued into the national period and the course closes with a statement of the problems of the republic and with short analyses of recent changes in England, France, Germany, and Italy.

The committee has not only given a good analysis, but it has supplemented it with lists of books for teachers and for scholars. In addition, for the last three years it has indicated its estimate of the value of each of the principal topics. The plan is a decided advance over the courses of study in many of our schools, and it deserves to receive a wide adoption. Incidentally its adoption would necessitate two welcome changes, an increase in the efficiency of the teacher of history, probably by the establishment of the group or departmental system, and the creation of a series of better text-books.

A. E. M.

*Outlines of General History.* By V. A. Renouf, B.A. Edited by William Starr Myers, Ph.D. (New York, The Macmillan Company, 1909, pp. xx, 501.) A single volume presenting the leading facts in the history of the world seems to be justified in this instance. The author intended it for use primarily in the schools of the Far East, especially in those of the Chinese Empire. Emphasis is placed on "those events and institutions a knowledge of which is most useful to persons interested in public reforms in the East". Throughout, there is a fair-minded presentation of the facts which "show the value of high ideals of the truth and the advantage of liberal institutions". The general content of most of the chapters is not essentially different from that to be found in other general histories except that Japanese and Chinese history is appropriately introduced and emphasized.

If the general purpose is kept in mind, we excuse the author, evidently an American teacher in Pei Yang University, when he devotes only three and four lines to the settlements at Jamestown and Plymouth respectively; a scant page to the formation, adoption, and analysis of

the Constitution of the United States; and only five and one-half pages to the discussion of our national history. The space thus gained is effectively used, however, as in chapter XXXI., in a résumé of the effects on civilization of such influences as the advancement of science, railway construction, telegraphs, telephones, and newspapers; of the progress of education and humanitarian movements.

While the influence of certain Mongol statesmen and philosophers receives due recognition there is no attempt to gloss the fact that the nations they represent have, up to modern times because of their isolation and conservatism, failed to partake in the movements which have revolutionized society elsewhere. "Modern and mediaeval European conditions are so different that they can hardly be compared. Chinese conditions in the nineteenth and ninth century are so much alike that it would be difficult to find many points of difference" (p. 64).

The maps are well done, the illustrations are generally satisfactory, and the synchronistic table suggestive.

Little fault may be found to-day with Professor Renouf's main thesis that "The modern transformation of Japan and China is at least as significant as any other event or period in the world's history" (p. 456). Chapters, such as chapter v., on India, China, and Japan, and chapter XXXVII., on the Transformation of the Far East, should be read by all students of history in our secondary schools. But it will not be necessary nor desirable to return to a course in general history, now outgrown in American schools, to accomplish this purpose. Until there shall be incorporated in our text-books, as has been done in some instances, suitable chapters on Oriental history this volume may well be used as supplementary material.

JAMES A. JAMES.

*An Introductory History of England.* By C. R. L. Fletcher. Volume III. *From the Restoration to the Beginning of the Great War*; Volume IV. *The Great European War.* (New York, E. P. Dutton and Company, 1909, pp. xi, 372; ix, 351.) This is a flippant, colloquially written book, almost degenerating into a comic history at times, as when the author heads one of his chapters "The Age of W[h]igs" (ch. x.). It must be added that the book is written in a stimulating style which has its advantages in arousing the interest of students.

The work is even more objectionable from another point of view. It is an attempt to apply history to present conditions in Great Britain. It consequently partakes of the nature of a pamphlet, advocating a big army, a big navy, the rule of the upper classes, and Imperialism, the writer constantly pointing out the disadvantages arising from the adoption in the past of other policies than these.

The author has the most intense prejudices. He hates the Whigs with all the hatred of Samuel Johnson; he detests party governments, republicans, the Hanoverians, radicals, and Jesuits, and his remarks on